# Welcome to the Central Valley Early Center



# Central Valley School District journey to Inclusive Preschool:

1991 - CV started a variety of early learning programs - ECEAP, infant and toddler child care, school age before and after child care, teen parent program and Even Start (a federally funded program for literacy). Programming in multiple elementary schools throughout the district.

1991 - 2007 CV continued to offer a variety of programming throughout the District but began to look at new ways to fund programming pulling away from levy dollar support and more to self-sufficient programming.

# Central Valley School District journey to Inclusive Preschool:

2007 - 2014 - CV began exploring early learning programming, funding opportunities and expansion. We moved from a full day Kindergarten program that was offered to families after K transitioned to full day from part day.

CV began exploring space designed for early learning. We moved away from using district space that was older, or unused by current programming throughout the district.

CV moved to design an early learning space in a vacant grocery store - a none bond building space, using the contract to cover the cost of the space.

# Central Valley School District journey to Inclusive Preschool:

## 2015- present

2015 Purchased, designed and built current space in 9 months - moved in Jan 2016

2018-19 started our work with the Preschool Inclusion Champions Grant with OSPI

2019-2021 started the universal training of all staff around NCPMI through our grant

2022-23 CV moved all programming to the current Inclusive Design

30% students on IEPs - 70% typical peers

# Inclusion in our Community

Inclusion is often used to describe a variety of experiences when a student with IEPs may spend some time with their peers in general education environment OR when students without IEPs push into a self-contained environment, acting as a peer buddy.

The CVSD Early Learning Program is fully inclusive, meaning, all students spend their entire day in a general education environment and receive the appropriate services in that space. We find this to be highly effective for the students with IEPs. Additionally, it grows a culture of acceptance and even appreciation for difference amongst our students, families, and staff. We embrace the phrase, ***everyone*** is welcome, ***everyone*** is important, and ***everyone*** deserves access to all that our program has to offer.

We have learned that students learn more from each other in safe, enriching environments than they do from the adults. Our intentional teachers and service providers and their inclusives practices have helped us work through and overcome the obstacles full inclusion presents.

# Subcontracting vs Contracting:

- Subcontracting agency receives ECEAP slot rate pass through. Amount is determined by contractor.
- Subcontractor works through contractor to request waivers/variances.
- Subcontractor may employee some staff - there is a variety of models.
- Subcontractors follow policies for their agency and those of their contracting agency.

- Contracting agency receives full ECEAP slot rate awarding directly from DCYF.
- Contractor works directly with DCYF when a waiver/variance is needed.
- Contractor employees all staff.
- Contractors follow their agency policies.

# Central Valley Early Learning Programs by the Numbers

- 533 students (approximately) 26/27 583 students
- 140 Staff Members
- 31 Total Classrooms 26/27 33 classrooms
- 23 Classrooms at the ELC
- 8 Satellite Classrooms 26/27 10 classrooms
- 11 Million Dollar Yearly Budget
- 14 Family Support Specialists (40 family caseload)
- ALL Inclusive model: 18 students (12 typical peers 6 students with IEP's)
- Push in SLP, PT and OT Services



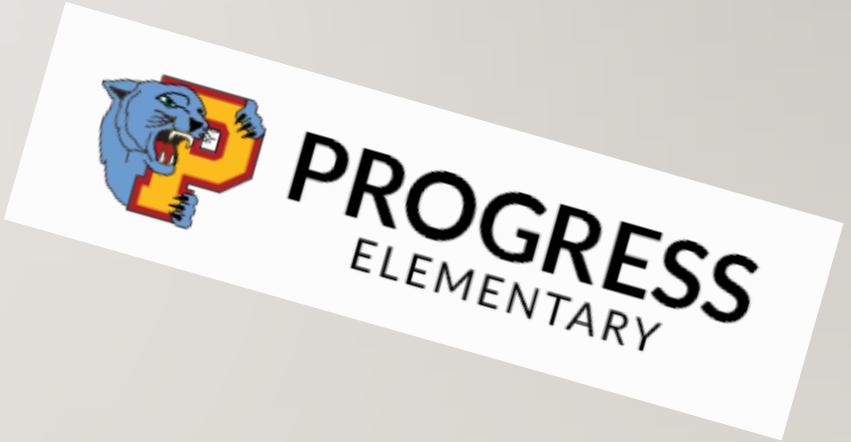
# 8 Satellite Classrooms

2 Classrooms at Progress Elementary
2 Classrooms at Liberty Creek
2 Classrooms at South Pines Elementary
2 Classrooms at University Elementary












# Shared Leadership

**Building Bridges to Kindergarten**

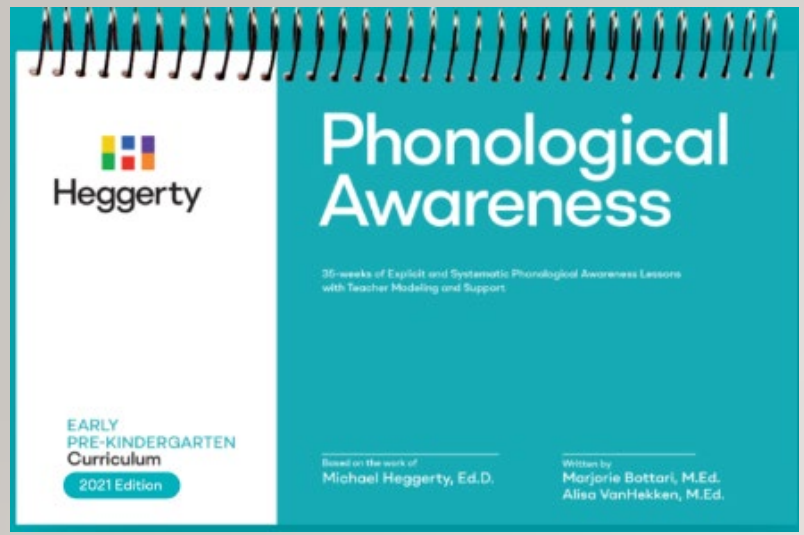
Moving inclusive preschool classrooms into elementary schools requires shared leadership and coordination. When children attend preschool in their **home school**, they develop comfort with the setting, staff, and daily routines. This early connection helps ease the transition to kindergarten and supports long-term success.

SOUTH PINES ELEMENTARY

LIBERTY CREEK ELEMENTARY

PROGRESS ELEMENTARY

UNIVERSITY ELEMENTARY




# Curriculum




- Creative Curriculum
- Bridges Mathematics
- Second Step SEL
- Handwriting Without Tears- Literacy
- Heggerty Phonics








# Universal Pacing Guide

## CV Early Learning Programs Yearly Curriculum Pacing Guide and Assessment Plan

TeachingStrategies

| Week | Second Step | Creative Curriculum | Literacy | Bridges Mathematics |
|---|---|---|---|---|
| 8<br>10/19-10/20<br>2 days | More feelings<br>SS, More Feelings.pdf<br><br>1a: Manages feelings<br>I can comfort myself, I can express who I feel a certain way | Teacher's choice of Creative Curriculum Study<br>https://teachingstrategies.com<br><br>Objectives to Observe/Learning targets<br>TSG objectives<br><br>14b: Dramatic play<br>I can act out imaginary scenarios | HWT<br>"Where do you start your letters?"<br>Letter F<br>HWT Workbook.pdf<br><br>Heggerty Week 8<br>Heggerty week 8.pdf<br><br>18a: Interacts during reading experiences<br>I can answer questions about books | October, Module 3<br>Five autumn leaves<br>October, Module 3.pdf<br><br>21b: Shapes<br>I can identify a few shapes |

| Mon 16 | Tue 17 | Wed 18 | Thu 19 |
|---|---|---|---|
| *TSG Gardening Study - Investigation 2: What Grows in Gardens?* | *St. Patrick's Day!* | *PLC Mtg 2:30-3:15* | *Untitled* |
| Uploaded Document<br>Winter Qtr TSG Conference Goals.docx | Uploaded Document<br>Winter Qtr TSG Conference Goals.docx | Uploaded Document<br>Winter Qtr TSG Conference Goals.docx | Uploaded Document<br>Winter Qtr TSG Conference Goals.docx |
| Uploaded Document<br>For LP - IEP goals list.pdf | Uploaded Document<br>For LP - IEP goals list.pdf | Uploaded Document<br>For LP - IEP goals list.pdf | Uploaded Document<br>For LP - IEP goals list.pdf |
| Question of the Day<br>How many rows are in this garden? (Show pic of garden w/rows) | Question of the Day<br>What do you notice about these plants? (Show chives, dill, rosemary) | Question of the Day<br>What is a food you like to eat? Can it grow in a garden? | Question of the Day<br>Can you match a fruit or vegetable to each color in the rainbow? |
| Big Idea (DI, sm/lg grp) | Big Idea (DI, sm/lg grp) | Big Idea (DI, sm/lg grp) | Big Idea (DI, sm/lg grp) |

# The Pyramid Model is a framework of evidence-based practices for promoting young children's healthy social and emotional development

Coaching classroom staff and providing supports and strategies for teachers, students, and families.

Intense behavior intervention for classroom and families using "Prevent– Teach– Reinforce"




TPOT Observation Tool – helps "triage" a classroom with the most effective intervention first

# All Classrooms
# 2nd Teir of Instruction

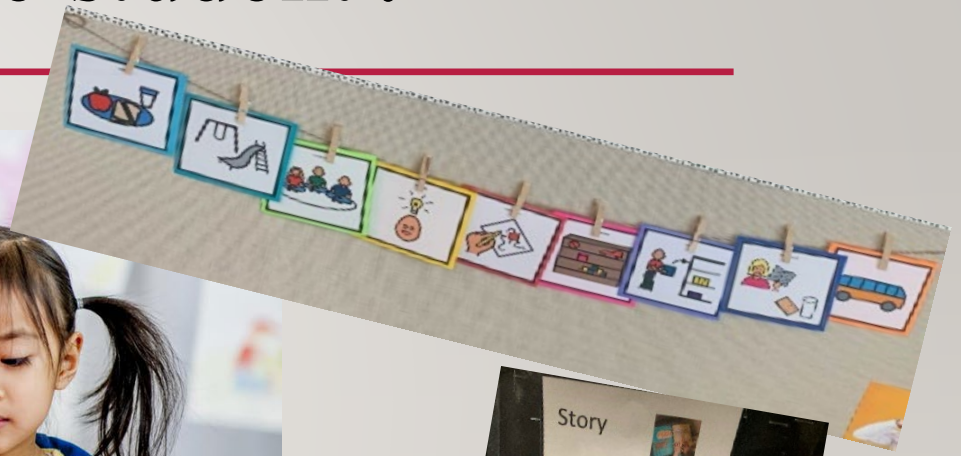
1. Soft Landing- What is a soft landing?
   Arrival Period (15–30 mins): A designated, low-pressure window for arriving and transitioning, often including quiet, self-selected activities like drawing, puzzles, playdough, or sensory toys.
   Welcoming Environment: A calm, unhurried atmosphere that avoids immediate, high-pressure demands.
   Reduced Sensory Input: Often involves quiet music or dimmed lighting to help children regulate their emotions after potentially stressful mornings.
1. Daily Visual Schedule
2. Easel with Daily Schedule
3. Schedule within Schedule
4. Hip Visuals
5. System for Center time- Play ticket- centers max children
6. Roles and Responsibilities- for one to three teachers
7. Student Jobs



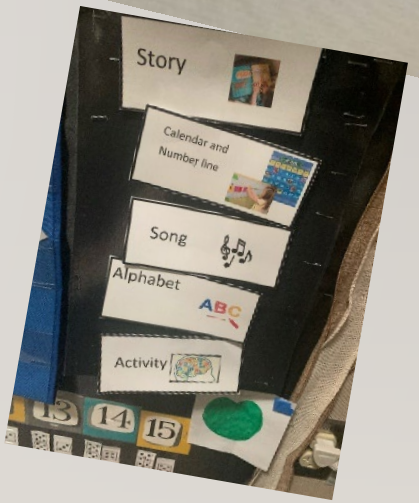
# Instead of how fit is the student for the classroom, how fit is your classroom for the student?

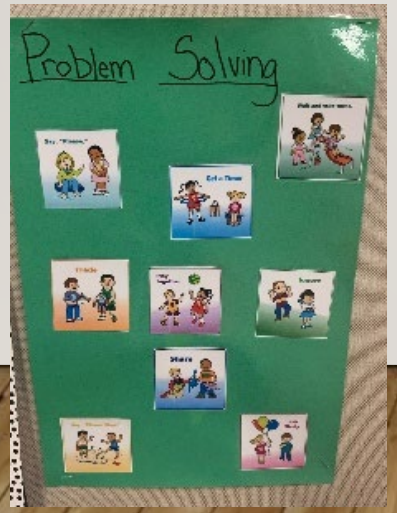




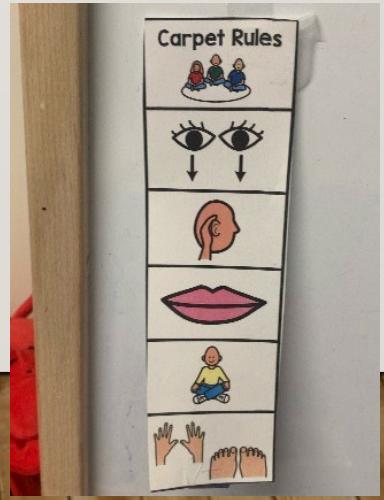








# Roles and Responsibilities

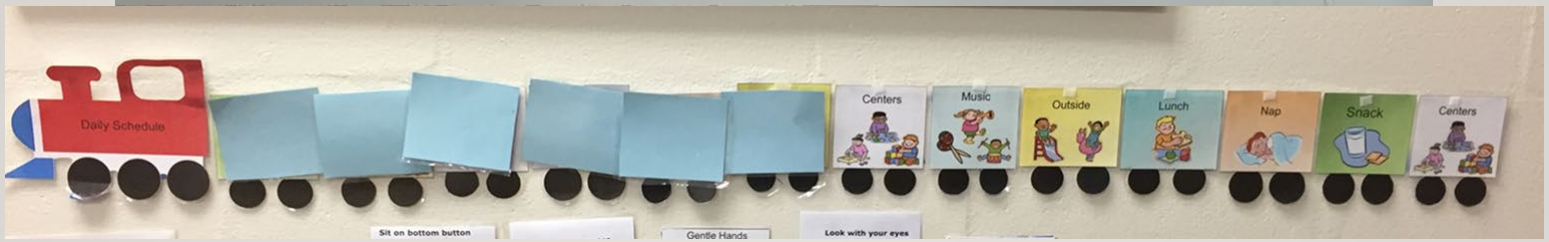
| Time | Routine | Adult Expectations | Lead Teacher | EA 1 | EA 2 |
|---|---|---|---|---|---|
| 8:45 | Wash hands<br><br>Morning Circle | Adult voices are off at circle - redirect students with visuals | Bible - may still be out at Valet | Heather teaches morning circle | Support hand washing and circle |
| 9:00-9:30 | Meals - (We will work into family style as the year progresses)<br><br>Brush Teeth<br>Wash hands | Adults are sitting with children - fostering conversation for the children. Look at question of the day to facilitate conversation | Mrs. Bible models teeth brushing with a model | Pass out toothbrushes | Pass out toothbrushes |
| 9:30 - 9:45 | Circle | Monday - Bible teaches<br>Tuesday - Dutton teaches<br>Wednesday - Bauer teaches<br>Thursday - Bible teaches<br>EA or Ms. Bauer will work the ipod | | When not teaching -<br>EA or Ms. Bauer will work the ipod | Teach Circle |
| 9:45-10:15 | Small Group | One adult per table | | | |

# Building Social and Emotional Resilience
# The backbone of Inclusion



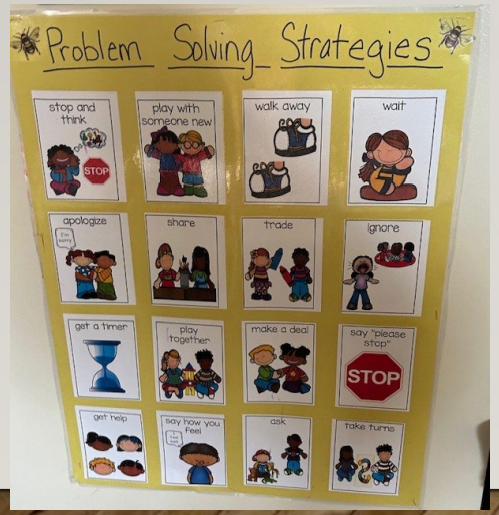

Large daily visual schedules at the eye level make the day predictable and prevent anxiety and behavior





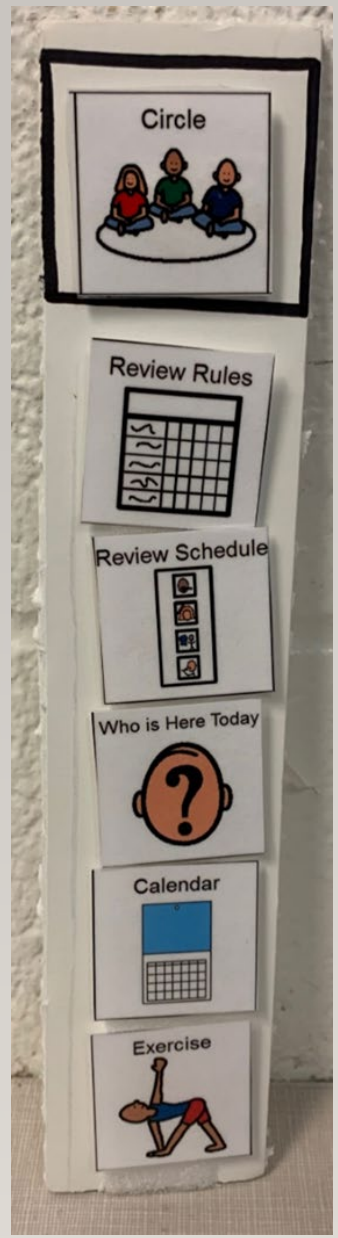





Visuals make abstract concepts more concrete







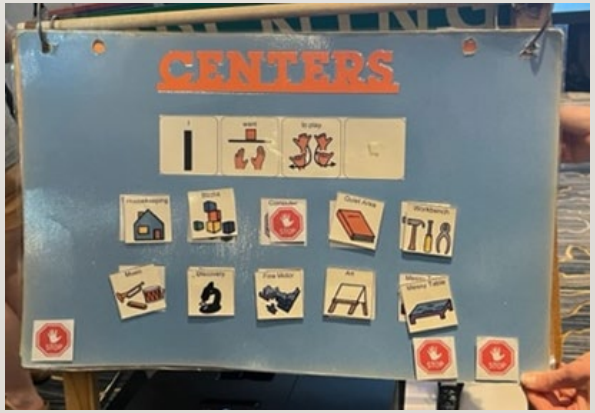


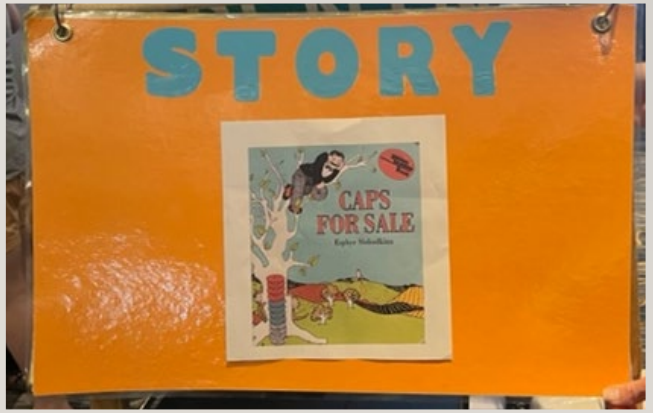



# Schedules Within Schedules

## Easels for Whole Group Learning



# Supports, Modifications and Accommodations





















# INCLUSION SUCCESS:

Teaching Strategies Gold (TSG)

3 year olds- below standard

| | Fall 2024 | Spring 2025 |
|---|---|---|
| SEL | 37% | 13% |
| Math | 41% | 12% |
| Literacy | 51% | 19% |

4 year olds- below standard

| | Fall 2024 | Spring 2025 |
|---|---|---|
| SEL | 62% | 36% |
| Math | 70% | 38% |
| Literacy | 63% | 27% |

# Planning your inclusive environment:

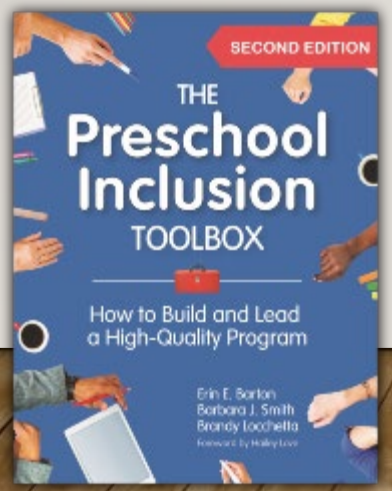
Ensure that you are aware of trauma students and their overall impact on the learning environment.

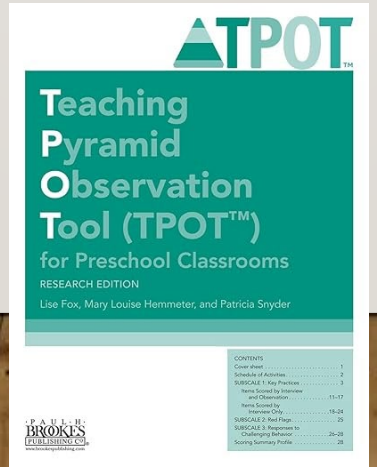
All staff MUST align with the universal approach - no one offs

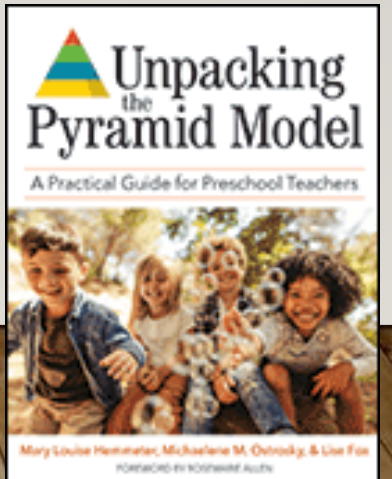
How to honor early learning requirements for high quality while working within OSPI and district systems

Resources - learn from where the work is working:

https://docs.google.com/document/d/1IrTqNbUX4ct8yvz_No9BFK-S1jmPC3Eozw3KgiMDZH8/edit?tab=t.0



# Moving Contracts

Current: Lead Teacher is classified

- SPED teacher supports 5-6 classes, 29 students on their caseload

2026-2027: Lead Teacher will be certificated & SPED endorsed

- Lead teacher carries caseload in their classroom, max 18 enrolled, up to 50% with with an IEP.

# Transition to K- What we know, and what we don't!

**Things that CV has done to prepare K teachers for incoming P students:**

Class Creator profiles

TSG/data share

PD for K teacher around WaKids

Transition cards

K teacher visits - only for IEP students

Ready Rosie for parent support in Transition

Things CV is challenged with:

How to support individual students

How to support each individual building, however through a universal lens

How are the K teachers using the tool (Wakids) and the data

# LESSONS LEARNED:

- Creating inclusive environments requires trust and collaboration between early intervention, early childhood special education providers and the general early childhood workforce.
- Inclusion is only hard work for the adults.





# Thank you for visiting us











